

History Department WSE 2012-2013: PLC

21 August 2012 - Discussed Action Plan and Integration of material from 6th-11th grade

28 August 2012 - Worked on Civilization unit. Pittard is finishing the 5 themes of geography and plans on injuring only 3 students today.

4 September 2012 - Continued work on Civilization Unit

11 September 2012 - Continued work on Civilization Unit

18 September 2012 - Continued work on Civilization Unit

24 September 2012 - Continued work on Civilization Unit

25 September 2012 - book apps in the classroom

6 November 2012 - Battle Cards middle school history, acquiring additional resources for the classroom, cuba project in civics, rationing in world history

13 November 2012 - Purchase orders

History Department WSE 2012-2013: Action Plan

21 August 2012 -

History Department Action Plan

Goal: Increase the high stakes writing, using research and primary sources to help students prepare for college.

Strategies	Resources Needed	Assessment	Timeline
Help scaffold the writing and introduce high stakes research based writing that students will encounter in college.	DBQ Books Access to primary source database	DBQ portfolio from 6th-11th grade Rubric Score---using our DBQ rubric.	Oct. 1 - May 1
Integrate trade books into the curriculum	Novels/articles - 6th grade will be looking at more articles rather than novels	Literacy Circles, Presentations, Papers	Oct. 1 - May 1
Develop unit plans in World History for the department.	Unit Plan - Civilization	Portfolio	Oct.1 - May 1

2012-2013 History Department: Assessments

Types of Assessments:

Used in the various classes.

Bethany: DBQs, Short Answer, Reflective essays, exit tickets

Jesse: Primary Source Research, essay, short answer, group assessments, socratic method.

PE: Pain tolerance, endurance test and first-aid/first responders tests

T.J.: DBQs, essay, short answer.

Develop:

Rubrics for DBQs and Primary Source Research(For High School and Middle School aka Purgatory)

It is going great.

Rubric:

Document Based Question Rubric

Characteristic	Score 4 100-90	Score 3 89-79	Score 2 78-68	Score 1 67-57
Thesis	Clear, well developed thesis	Contains a clear thesis with limited development	Lacks a thesis, or thesis may be confused or underdeveloped	No thesis
Understanding of the Question	Understands complexity of the question; deals with all parts of the question in depth	Limited or lack of understanding of complexity; may deal with one part of the question in some depth, or in a more general way	Ignores complexity; may deal with one part of the question, or all elements of the question in a superficial way	May simply paraphrase or restate the question
Analysis	Provides effective analysis of the question; some imbalance permissible	Limited analysis, mostly describes	Weak or inappropriate analysis	No analysis
Documentary Evidence	Effectively uses a substantial number of documents. Documents supplement analysis and are balanced with outside information	Effectively uses some of the documents; may only restate information found in documents	Poor use of documents with only brief citation or paraphrase; not enough documents used to support analysis	Almost no use of or inappropriate attempts to use documents
Supportive Information	Supports thesis with substantial, relevant information. Outside information is balanced with use of documents in the	Supports thesis with some factual information	Lacks supporting information, or information given is minimal	Incompetent, inappropriate responses

	analysis of the question			
Grammar and Structure	May contain insignificant errors	May contain minor errors that do not detract from overall essay	May contain major errors	Contains many major or minor errors
Organization and Writing Style	Well organized and well written	Clearly organized and written, but not exceptional	Weak organization and writing	Disorganized and poorly written

Civilization Rubric Binder

Characteristic	Score 4 100-90	Score 3 89-79	Score 2 78-68	Score 1 67-57
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Organization/ Neatness	Binder is neatly in correct order	Binder is neat but order is incorrect OR Binder is in correct order but not neat	Binder lacks correct order and neatness	No organization
Forms/Data	All forms are filled in properly	85% of forms are fill in properly	60% of forms are fill in properly	40% of forms are fill in properly
Grammar/ Spelling	One to no grammatical errors	Few grammatical errors	Several grammatical errors	Numerous grammatical errors
Creativity: Originality of thought and design	Multiple pieces of creative evidence.	Several pieces of creative evidence.	One piece of creative evidence.	No creative evidence.
Content	All content is historically accurate.	Most content is historically accurate.	Some content is historically inaccurate	All content is historically inaccurate.

Civilization Reflection Paper Rubric

Characteristic	Score 4 100-90	Score 3 89-79	Score 2 78-68	Score 1 67-57
Thesis	Clear, well developed thesis	Contains a clear thesis with limited development	Lacks a thesis, or thesis may be confused or underdeveloped	No thesis

Understanding of the Prompt	Understands complexity of the prompt; deals with all parts of the prompt in depth	Limited or lack of understanding of complexity; may deal with one part of the prompt in some depth, or in a more general way	Ignores complexity; may deal with one part of the prompt or all elements of the prompt in a superficial way	May simply paraphrase or restate the prompt
Analysis	Provides effective analysis of the question; some imbalance permissible	Limited analysis, mostly describes	Weak or inappropriate analysis	No analysis
Grammar and Structure	May contain insignificant errors	May contain minor errors that do not detract from overall essay	May contain major errors	Contains many major or minor errors
Organization and Writing Style	Well organized and well written	Clearly organized and written, but not exceptional	Weak organization and writing	Disorganized and poorly written

Essential Standards